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ABSTRACT

Pennsylvania has adopted legislation allowing the development and operation of extended and flexible school year patterns. This publication enables school district representatives to study these various patterns and to design extended school year programs organized to make optimum use of facilities and staff and student time. The educational advantages, possible problems, procedures, and activities necessary to make the year-round school operative are discussed. The appendix contains forms for administrator, teacher, student, community, and business attitude surveys suggested as guides for local school districts interested in the year-round school concept. (Author/MLF)

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Year-Round School

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Commonwealth of Pennsylvania
Milton J. Shapp, Governor

Department of Education
David H. Kurtzman, Secretary

Commissioner for Basic Education
B. Anton Hess

Assistant Commissioner for School Adminstration
Herbert E. Bryan

Bureau of Administrative Leadership Services
Robert L. Adams, Acting Director
Benjamin D. Hengst, Specialist

Art work by Tom Ross

Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

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BREAKING THE TRADITION

One way man relates to his past and ancestry is through tradition whereby certain actions or events are continued on a periodic basis. However, tradition often limits us when we recognize changing conditions and try to institute new practices to meet current needs.

The 180-day school year is an example of a traditional practice which has outlived its original justification. Although generally it is agreed that a school year restricted to 180 days does not allow the best uses of educational facilities and the best uses of teachers' and students' time, most school districts in the nation provide only 180 days of instruction per year.

To break this tradition, Pennsylvania has adopted legislation allowing the development and operation of extended and flexible school year patterns. This publication is designed to help representatives of school districts study various patterns and design ways to make optimal use of facilities and the time of staff and students through an extended school year.

David H. Kurtzman
Secretary of Education

FOREWORD

The growing interest in expanding the school year is closely related to the increasing demand for accountability. The press for accountability rises from two sources. The one most often quoted is the demand from taxpayers to see a dollar's worth of education for each dollar spent. The other, which is more fundamental, is the demand of parents and society generally that youth receive a better education than they are now getting. The insistence of these demands has accorded to accountability the dimensions of an educational imperative destined to be a major focal point of our efforts in the decade ahead.

More efficient use of time and resources is at the heart of the matter. Other elements of the problem deal with the worth of what is taught and the effectiveness of how learning takes place. Whatever facet of accountability may be the concern of the moment, there is general agreement that social changes and the knowledge explosion threaten the very survival of the American school system unless better ways can be found to help children learn new things at a faster rate.

In this light, the time has arrived for school administrators to give serious consideration to the possibilities for improving education that are inherent in some form of a year-round school. A new educational design involving a continuous school operation together with the opportunities for individualization of instruction and other instructional innovations which it affords, can create a revolution for quality education that may be unparalleled in the history of American education. This publication's

purpose is more than informational. It is our intent that it will encourage a serious trial by a representative number of school districts of some form of the year-round school.

B. Anton Hess
Commissioner for Basic Education

PREFACE

The Pennsylvania Public School Code has for years required a minimum school term of 180 days of instruction. Until recently these 180 days were required, by law, to be of uniform length. With the enactment of Act 80 on July 30, 1969, this rigidity was broken and the length of the instructional day was liberalized.

The intent of Act 80 was to provide greater flexibility in the development of the school calendar. The Act also provides for better scheduling of in-service programs, parent-teacher conferences and teachers' meetings, which activities cannot be counted as pupil instructional time. Although Act 80 was not specifically designed to create the year-round school, it does form the legal basis for the establishment of such an arrangement.

With increased interest in a more effective utilization of school programs, school personnel and school facilities, the concept of the year-round school stands forth as a most feasible and practical solution. To this extent, and to point up the problems that such year-round school might create, the procedures and activities that must be carried out to make it operative and to highlight the educational advantages of such arrangements, this publication is presented. Hopefully it will lead to a re-examination of our educational mission in light of our public trust.

Herbert E. Bryan
Assistant Commissioner
for Basic Education
School Administration

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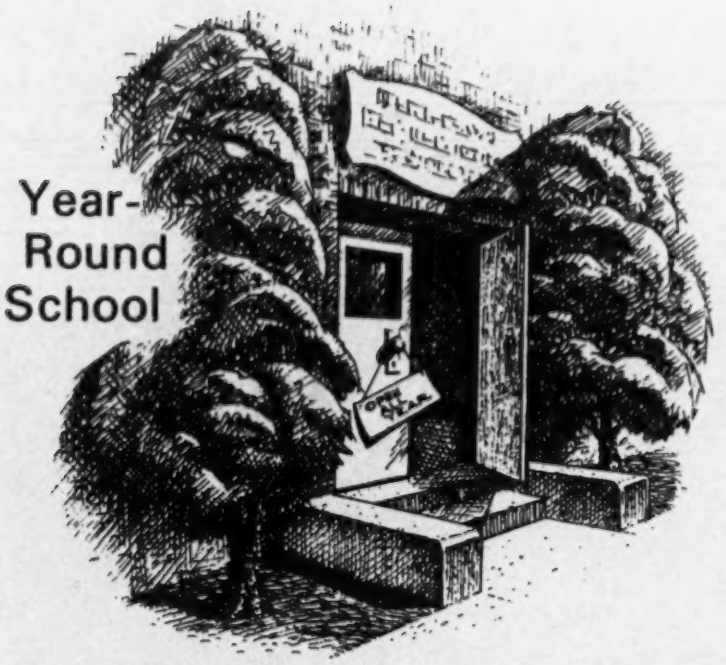

Introduction

INTRODUCTION

The School Laws of Pennsylvania a number of years ago established 180 days as the minimum length of the school term. Recently, the General Assembly, through the passage of Act 80, added flexibility to the minimum instructional time in terms of hours per year rather than minimum daily hours and minimum days per year. This action will facilitate the study and development of year-round school programs in the Commonwealth.

Patterns of the year-round school will vary from district to district. The pattern will be limited to the needs of any particular school district. Some will be designed for the purpose of saving money; others will be designed to accelerate the educational process. The single common characteristic of the patterns will be the year-round operation of the school plant with an updated curriculum.

In 1968-69 seventy per cent of school districts reported summer classes at the elementary level and 78.9 per cent reported secondary classes. These programs in many instances used one building only in a school district while the remainder of the buildings were closed. There is evidence to support the idea that the summer school trend might well provide a stepping stone between the traditional and the year-round school program.

Despite the fact that costs of educational programs are mounting and federal appropriations are being curtailed, more schools are demonstrating an even greater commitment to education in the summer.[1] Schools which have opened their doors during the summer months are taking advantage of an

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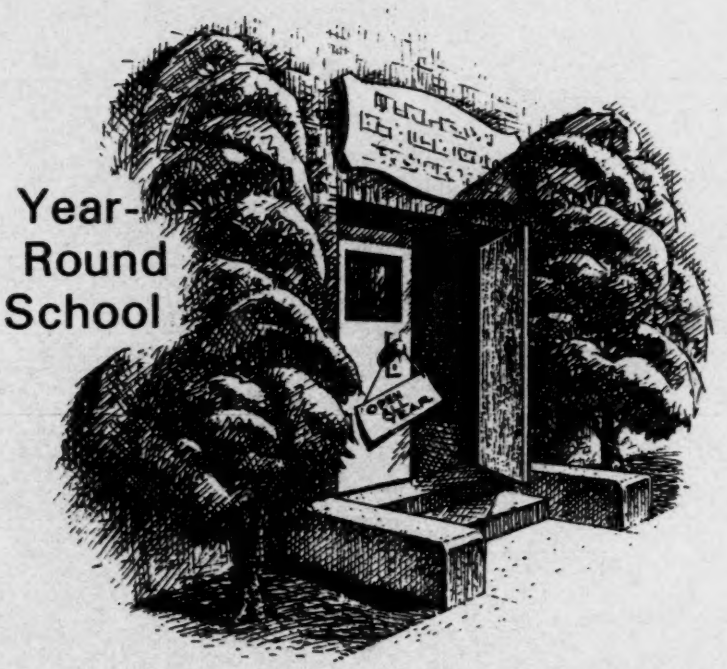
[1] Summary, Public Summer School Activities, Pennsylvania Department of Education, March 1970, page 2.

opportunity to explore new and exciting programs particularly attuned to meeting individualized needs of students. By enlarging and extending their present summer program a few weeks, many of these schools would be on at least a modified year-round educational program.

The Bureau of Administrative Leadership Services and the Bureau of Curriculum Development and Evaluation have as one of their major goals the development of a plan to encourage school districts to study the year-round school concept. It is for this reason that the Department of Education is releasing a revision of the year-round school bulletin which we hope will encourage each local school district to make a serious study of this educational approach.



A New Chapter in Education

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A NEW CHAPTER IN EDUCATION

We know that schools must change and that schools can change. Education is an experiment and by its nature an incomplete one. The climate for change, for innovation, for improvement, for progress in public schools has never been better. And at no time have more people been more interested in helping schools change.

Schools can be dynamic instead of dull, exciting as well as exacting, creative as well as relevant, free instead of restrictive. The best educational ideas--the best innovations--must be shared, must be moved from the teachers and the innovators to all the schools, to all the teachers and to all the children.

> "Very few ideas get to the general public or travel from one school to the next. Many school systems and many concerned individuals are wasting time, valuable time, 're-inventing the wheel' when they could be getting on with fresh ideas to solve their own peculiar problems. People in one area of the country need to know what is being done in other areas; those in one classroom need to know what's happening in the next classroom; students in one discipline need to share discoveries with students in other disciplines. Each needs to decide what is best for his own situation."[1]

Although innovations are happening in schools today, it takes too long for many to get off the drawing boards and into the classroom. In most instances an innovation is no further away than a thought; it needs only our attention. Too many people believe that it costs school districts large sums of money to innovate. An innovation can be a thought, not money.

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[1] Cynthia Parsons, Schools Can Change. Sterling Institute Press, Boston, Massachusetts, 1970, pages xvii-xviii.

Moreover, the philosophy that what we are doing today will be good enough for tomorrow is questionable. What was satisfactory before is not necessarily satisfactory today. There is and will always be a better way to present instruction.

Schools are faced with grave problems. New ideas are necessary. Innovations are imperative. This is not to say that change for change's sake is what is called for. Schools should challenge those things which were unchallenged before.

> "Tomorrow's school will be a school without walls--a school built with doors which open to the entire community.
>
> "Tomorrow's school will reach out to the places that enrich the human spirit--to the museums, the theaters, the art galleries, to the parks and rivers and mountains.
>
> "It will ally itself with the city, its busy streets and factories, its assembly lines and laboratories--so that the world of work does not seem an alien place for the student.
>
> "Tomorrow's school will be the center of community life, for grownups as well as children--'a shopping center of human services.'
>
> "It will provide education for all citizens--and it will not close its doors any more at three o'clock. It will employ its buildings round the clock and its teachers round the year."[1]

The writer has interpreted the word "school" in the above quotation as program rather than building. Its function is to provide an education available to people throughout their lives, or it fails to meet the needs of today as well as tomorrow. Ability to manage change requires education to be available where needed.

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[1] Lyndon Baines Johnson, Address, Convention of American Association of School Administrators, February 16, 1966.

Educational leaders in this country have to sit down and assess new educational values. Changes will have to be made in what we teach and how we teach. Educators are going to have to become more active by stimulating legislators and by developing citizens' advisory committees to assist the school district to learn more about the possibilities of year-round educational opportunities.

The Challenge Before Us

THE CHALLENGE BEFORE US

Those communities and schools contemplating a study of some type of year-round school face an exciting challenge. It can best be summarized in the words of former Secretary of Health, Education and Welfare, John Gardner:

> "The toughest question facing us now, in my judgment, is whether we have the courage and flexibility and imagination to innovate as the times require. Let us not deceive ourselves. The old days are not good enough. But giving up the old ways will be painful. Institutions fear change. In the face of change we all grow defensive, we all move toward protecting our particular vested interests. But the overriding vested interest of all of us is in the vitality of American education. This is the precious thing that we hold in trust."[1]

The school district willing to face this challenge must realize that the success of getting a year-round school study underway is dependent upon total community understanding and support. This includes complete cooperation of parents, service clubs, youth organizations, churches, civic leaders and business and industry.

The number of students, teachers and administrators combined exceeds 62 million in the United States in 1970-71. More than 30 per cent of the population is involved in education. The nation will commit an estimated $73.6 billion of its resources to public and private education at all levels during the 1970-71 school year.[2]

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[1] Robert M. Beckwith, A Practical Adventure for American Education and Its National Significance. 1970. Page 3.

[2] Pennsylvania Education. Pennsylvania Department of Education, September-October 1970, page 39.

> "Clearly, school buildings are not going to be kept in cold storage over the summer months much longer. New programs are being projected and schools will function uninterruptedly. Many school districts are providing air-conditioned learning spaces and hundreds of schools are involved in an extended school calendar during the summer. With the changing fabric of American society we must find ways to improve education. The extended school year appears to harbor such a promising hope."[1]

It is important that the idea of year-round school education give evidence of making a worthy educational contribution to the educational goals and objectives of the 70's.

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[1] Forrest E. Connor, The Year-Round School, American Association of School Administrators, 1970, page 6.

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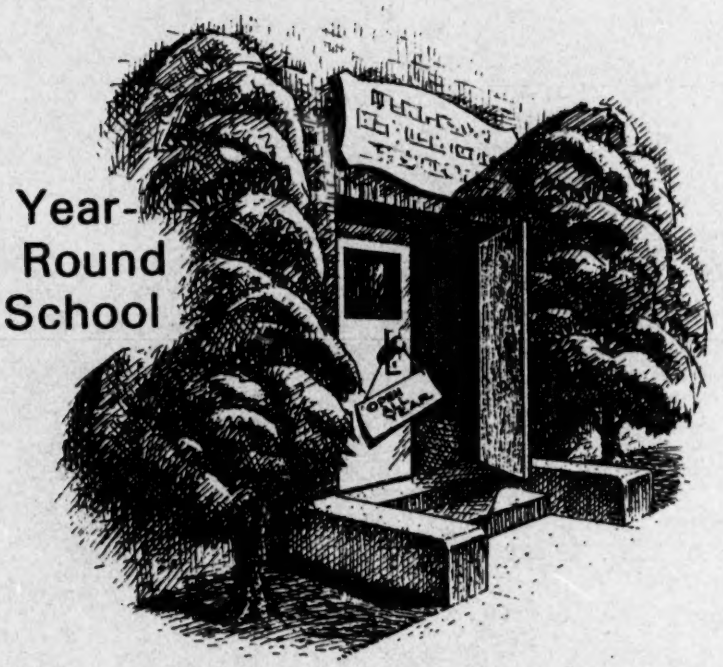

Background

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BACKGROUND

The practice of a long school vacation during the summer had its beginning in our earlier life when children were needed on the farms and around the homes during the planting, growing and harvesting season; when the demands for organized educational experiences were less insistent; when children and youth had more opportunity than they now have to learn about work, to develop vocational skills and to develop a genuine understanding of community life through actual work experiences.

We hold on to this old school calendar at a time when there continues, at least in some fields, to be a shortage of teachers; when school building facilities are grossly overcrowded and lacking; when there are pressures on children, youth and adults to learn more and to learn it better.

The necessity for using all available educational resources to the best possible advantage and a concern for finding ways to teach more and to teach it better have stood out clearly in the recent national survey of educational problems.

These concerns have emerged not because the schools have been extravagant or wasteful in the use of financial resources nor because they have fallen short of established goals. Rather, they have emerged as concerns because available financial resources, facilities and personnel need to be stretched further to meet the demands currently placed upon the schools and because of the increasing necessity for a well-educated society.

If the signs of the times can be read with any degree of accuracy, they clearly indicate the need in the years to come for more highly developed skills, more technical information and a broader range of vision and understanding on the part of every citizen.

Meeting the needs of an ever-increasing number of children and youth and adding new measures of quality to the educational program beyond what is now provided in most communities will take more personnel, more and better facilities, and will cost more money. If educational programs in the future are to be better than the programs we now have, more money as well as more time must be put into them.

Better utilization of existing facilities and personnel through extending the school year or through developing what is frequently called a year-round educational program is a promising hope for achieving a more adequate education.

To the practical-minded citizen, the businessman or the anxious parent who desperately wants broader and better educational opportunities for his children, the year-round school makes a lot of sense for the following reasons:

1. The school plant already exists, fully equipped and ready for use.
2. The overhead costs of administration continue to be approximately the same in many communities whether the schools are open or closed during the summer months.
3. Fixed charges such as insurance, interest and capital outlay costs remain fairly constant whether the schools are in operation or shut down.

4. The teaching staff--the community's most important educational asset--is, in considerable measure, already mobilized.
5. A large percentage of the children of school age, particularly in towns and cities, are left without any constructive developmental program during the summer months.[1]

The concept of a year-round school has been discussed and debated intensely in recent years. The proposals have taken different forms. In general, however, they have based their thinking on the assumption that education does not end in June and begin again in September and that schools, like business and industry, should be organized on a year-round basis. What is most obviously inefficient about the operation of any school district? Opinions of school officials may vary but to parents and other members of the community who are confronted with constantly rising property taxes, it is the fact that school buildings stand idle nearly three months of the year.

In many communities some aspects of a year-round school program are well established. Vocational agriculture programs have operated on a year-round basis in rural areas of the country for the past 40 years. Comparable programs have been in operation in vocational home economics and distributive education. Remedial programs, enrichment programs, music programs, arts and crafts programs, and recreational programs have also been operated during the summer months in many school districts. While these have been special features of the complete educational program and

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[1] The Year-Round School, American Association of School Administrators, 1970. Op. cit., pages 8-9.

generally have not reached a large percentage of the school enrollment, they do suggest what can be done through a year-round educational program.

Despite the lack of precise definition, there is a degree of commonality in year-round programs. To illustrate, those who develop year-round schools tend to address themselves to a more effective use of school resources. In fact, the single common characteristic of these programs is the year-round operation of the school. With this in mind, in this publication the term "year-round school" will refer to those programs which employ a year-round operation of the school with a continuing program of education for youth and which retain a faculty on an extended contract. Both the students and the faculty have an option to participate in or not to participate in a program which requires their attendance at school the year-round.

Objectives Determine Organization

Over the years a number of approaches to a year-round educational program have claimed considerable attention. Some of them have been tried. Although there are numerous variations and combinations, several basic types stand out. These are listed below along with identifying characteristics.

I. A Staggered Quarter Plan for All

   A. Identifying Characteristics

      1. With this type of arrangement there would be a 48-week, four-quarter, staggered-vacation school year which would allow students to attend three of the four quarters.
      2. With this plan the traditional three-month summer vacation is virtually eliminated.

3. In a staggered plan of enrollment, three-fourths of the children theoretically are in school while one-fourth are on a three-month imposed vacation.
4. Teachers may be employed for three or four quarters depending upon the employment arrangements made between the board of education and individual teachers.
5. Teachers might be employed for fewer than three quarters although advocates of this plan recommend that teachers be employed on a four-quarter basis.

B. Advantages

1. Each child is guaranteed as much instruction time as is normally given, yet 33-1/3 per cent more pupils are cared for by approximately the same staff and school facilities.
2. The need for new buildings and facilities will be reduced.
3. With full-time employment for teachers and better annual salaries, the teacher turnover problem will be less serious.

C. Disadvantages

1. In order to have reasonable efficiency, the pupil enrollment would have to be divided into four equal groups. Small schools would have a problem registering equal numbers in each quarter and achieving the most efficient pupil-teacher ratios.
2. Prevailing patterns of family and community living and working habits are affected.
3. Children from the same family may be enrolled at different times which creates family vacation problems, etcetera.

4. Economies are not nearly as great as some have claimed as they may be partially offset by the following:
    a. air-conditioned schools
    b. higher teacher salaries
    c. need for part-time teachers
    d. less efficient transportation
5. Community services and facilities are less available during the winter months which suggests a rise in juvenile delinquency.
6. Student activities of all kinds would be difficult to administer.

II. A Full 48-Week School Year for All

A. Identifying Characteristics

1. A full 48-week school year in which students attend four quarters of approximately 12 weeks each is provided in this school calendar.
2. Approximately four weeks would be left for vacation on this plan. This vacation would likely be distributed among appropriate times throughout the year such as Christmas and Easter and other periods that may be set up in the school calendar.
3. Under this type of organization, teachers work 48 weeks with approximately 30 days for vacation, and so do the pupils.

B. Advantages

1. Gifted children could complete 12 years in nine or 10 years, while less gifted children would get through

in 11--and could complete a school program in 12 years despite some failure.

2. A voluntary feature of this plan permits those who wish to attend a full year; those objecting to a full year would attend about nine months.
3. Teachers receive two additional months' pay if they wish to teach the full year.

C. Disadvantages

1. The disadvantages of this plan are similar to those listed under I.

III. A Voluntary Summer School

A. Identifying Characteristics

1. A regular 36- to 40-week program with a summer program varying in length from four weeks to 12 weeks is possible.
2. Some opportunities are provided for remedial and make-up work in the summer school program.
3. Major emphasis is usually based on course offerings and experiences above and beyond what is offered during the regular term.
4. This type of program is used to supplement the regular 36-week session.
5. Faculty members could serve in the summer program as a matter of choice or the full faculty could be used with varied assignments, with some being permitted to do professional production work, to travel, or to attend summer work.

B. Advantages

1. Remedial and make-up work of this part of the program are essential.
2. Wider and richer educational experiences can be offered which cannot reasonably be included in the regular term.
3. Additional costs involved, the primary drawback of such a program, can be justified on the basis of greater educational opportunity for all people concerned.

IV. Continuous School Year 45-15 Plan

A. Identifying Characteristics

1. This plan utilizes the school facilities throughout the whole year and consequently has considerable merit.
2. The pupil population is divided into four equal groups with children in the same family placed in the same time schedule.
3. Each of the four groups of students attends 45 class days and then each group has 15 class days vacation.
4. By staggering the original starting date of each of the groups, only three of the groups attends classes on any one day.
5. The four groups always stay in the same order of rotation. In a calendar year each group attends classes 180 days (four sessions of 45 days per session).
6. Legal holidays, a full week at Christmas, a full week at Easter, and at least one week in July are designated as times when the schools are closed.

B. Advantages

1. Better use of school facilities results and perhaps a tax increase for new buildings may be delayed.
2. Teachers can, if they wish, work 240 days a year and increase their income considerably.
3. Improved flexibility in curriculum planning will receive consideration.
4. Fewer study habits will be broken and less time will be necessary for review by eliminating the long summer vacation.
5. Greater participation and enjoyment of recreational and cultural activities that occur during seasons other than summer will be possible.
6. Summer camps can become almost year-round camps and serve more youth.

V. Trimester Plan

A. Identifying Characteristics

1. The school year is divided into three equal terms.
2. With a small increase in the length of the daily class periods, two trimesters provide the same amount of instructional time as two regular semesters.
3. A course is completed in two trimesters.
4. The division of the school year requires all students to attend three trimesters from 68 to 75 days in length with each trimester followed immediately by a one-week vacation.
5. The length of the school year depends on the number

of days included in each trimester.

6. This plan allows the student to complete 12 years of school in 10 years.

B. Advantages

1. Classrooms, special areas, and teachers are released in one and one-third years instead of two.
2. Depending on grade levels included, one year of schooling is saved.
3. Pupils have up to three terms which may be used for additional or enrichment courses, work experiences, or early college entry at a time other than September.
4. Trimester plans afford students more educational experiences before they reach legal dropout age. This may tend to reduce the dropout rate.
5. Fewer study halls are needed in high school.

C. Disadvantages

1. The year must be divided into three terms. To equalize time, daily class periods may need to be lengthened.
2. New courses must be developed to fill in additional time gained from this plan.
3. Existing legislation tends to rule out the use of staggered trimesters in Pennsylvania schools.

If the leadership of a community decides to reappraise the length of its school year, a number of approaches can be taken.

A. The leaders should consider thoroughly who should be involved in the decision-making process and when they should be involved.

B. Clearly, the leaders themselves--the superintendent, the principals, representative teachers, school board members, together with heads of civic, labor and business groups must go through a study and discussion experience.

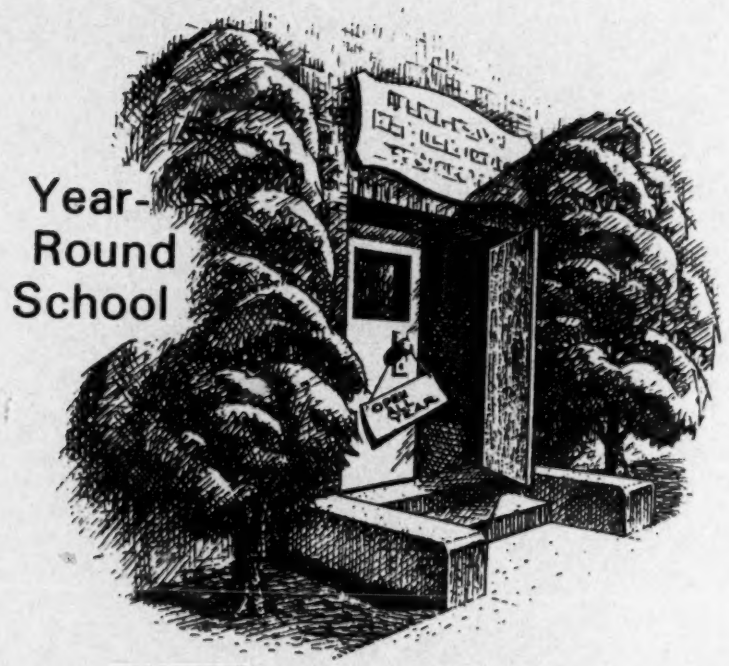
1. Probably the profession, with the guidance of the superintendent, should be the first to examine such questions as:

a. Is there a need for change in the length of the school year to make the school more efficient, or to extend pupil services to the end that higher quality education and better learning will result?

b. Have the educational demands of the times so increased and the curriculum so expanded that pupils must have more time in school to meet the requirements?

c. Does the long period of preparation of those who assume complex occupational roles suggest need for acceleration?

Once leaders from the teaching profession and from other agencies and organizations reach a consensus on what ought or ought not to be done concerning a year-round school program, then wide publicity and discussion should permeate all strata of the community. Out of this should come general agreement on an appropriate program, together with a plan for securing the additional revenues needed. Only after all this is done is it wise for a board of education to adopt a policy.



Pennsylvania Council on Year-Round Education

PENNSYLVANIA COUNCIL ON YEAR-ROUND EDUCATION

The Pennsylvania Council on Year-Round Education sponsored its first state conference on year-round education February 7-9, 1971, at Founders Hall, Milton Hershey School, Hershey, Pennsylvania. The purpose of the state conference was to provide assistance to school districts for implementing the recommendations contained in the statement on year-round education below.

> "It is recognized that the standard 180-day school year as it now prevails in most schools is not universally satisfactory; nor has any operating program for a year-round school yet proved to be universally acceptable.
>
> "It is recognized that a plan which may be appropriate in one community situation may not be acceptable in another situation; and that the extended programs which seem to have been most acceptable are those which provided flexibility or optional attendance.
>
> "It is recognized that every individual is unique and if each is to learn what he needs to know at his own best rate, the school curriculum must be individualized.
>
> "It is recognized that the time schedules of individuals and families are continuing to become more diverse and that a student's time in school must be adaptable to this changing situation.
>
> "It is recognized that financial resources of any community, state and the nation are limited and must be allocated on a priority basis and that educational programs, including the school calendar, must be designed to obtain optimum economic efficiency."

It is recommended that each local school system:

"Consider ways, including year-round education, in which the educational program can be improved in terms of (a) providing a quality education with equality in educational opportunity, (b) adapting to the community and family living patterns and (c) attaining optimum economic efficiency.

"Include representation of those who would be affected by the changes in the school schedule in the planning for a year-round education program, including teachers, parents, students and other interested groups, and provide the public with adequate information about the proposed plan before it is adopted as a mandatory change.

"Carefully assess the adequacy of the financial resources and current school facilities, including a careful analysis of comparative budgets, before adopting a new schedule.

"Select and assign staff which will be both effective in terms of the school program and fair and equitable in terms of the demands placed on staff.

"Carefully develop budgets that will adequately provide for initiating and operating the proposed program and assess adequacy of school facilities before adopting a new schedule. This includes payment to teachers on a pro-rated basis for additional time worked.

"Provide, in the initial planning, for the institutionalization of the program if it meets expectations (i.e., do not accept a state, federal or other grant to initiate such a program unless the intent is to adopt it as the regular school schedule if it proves successful and acceptable."[1]

The Bureau of Curriculum Development and Evaluation of the Pennsylvania Department of Education provided considerable leadership for the Pennsylvania State Conference and the national seminars on the year-round education concept.

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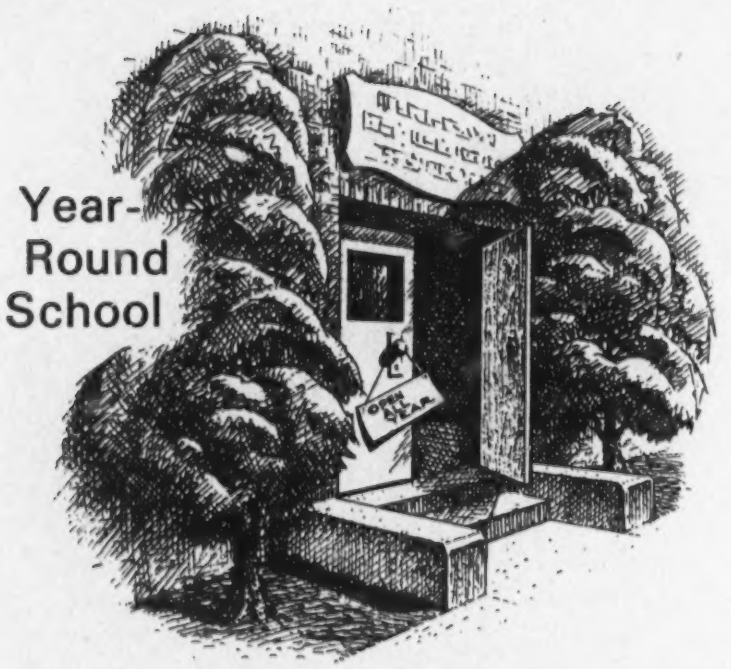
[1] Seminar on Year-Round Education, Pennsylvania Department of Education and Clarion State College, April 1970, pages 98-99.



Act 80

ACT 80

"The Governor on July 30, 1969, signed into law Act 80, which amends Section 1504 of the Public School Code of 1949, as amended. Act 80 further defines and adds flexibility to the length of the school day and school term. The entire amendment to Section 1504 is quoted verbatim as follows:

> 'Upon request of a board of school directors for an exception to the aforesaid daily schedule, the Superintendent of Public Instruction may, when in his opinion a meritorious educational program warrants, approve a school week containing a minimum of twenty seven and one-half hours of instruction as the equivalent of five (5) school days, or a school year containing a minimum of nine hundred ninety hours of instruction as the equivalent of one hundred eighty (180) school days.'"[1]

To implement this amendment, several instructions and delimiting factors were issued by the Pennsylvania Department of Education to serve as guidelines:

> "1. The intent of this amending act is to provide a board of school directors greater flexibility in the development of its school calendar, provision for better scheduling of in-service programs, parental or parent-teacher conferences and teacher meetings, and such other activities during the school year, which activities cannot be counted as instructional time. The vital consideration is that the 900 actual hours of instruction time for elementary and 990 hours of actual instruction time for secondary schools shall be preserved.
>
> "2. All school programs which would require fewer than five and one-half hours of actual instruction time in any day for secondary programs or fewer than five hours of actual instruction time for elementary programs shall be submitted to the Secretary of Education for approval.

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[1] School Administrators' Memorandum 186, Pennsylvania Department of Education, August 15, 1969.

"3. Any school program containing a school week of fewer than twenty-seven and one-half hours of actual instruction time in the secondary school or fewer than twenty-five hours of actual instructional time in the elementary schools shall be submitted to the Secretary of Education for approval.

"4. A school board may extend its instructional school year beyond the minimum of 180 days without approval. Approval is required only when the circumstances of Items 2 and 3, above, exist.

"5. This act in no wise permits a reduction in the legal requirement for at least 180 days of instruction for pupils, nor does it prevent extending the teacher term beyond this minimum.

"6. In determining pupil instruction time, local school officials shall adhere to the standards of the State Board of Education as published August 5, 1968, and as found in the School Administrators' Handbook, Major Code 111-000 under the title 'Length of School Day and School Year.'"[1]

"It is economically indefensible that many of our school plants are open only from 8:30 a.m. to 3 p.m. each day for 180 days. I believe it is imperative that schools operate longer days year-round in order to achieve the maximum efficiency and productivity from our investment. I'm not suggesting that all pupils shall attend school for 12 months, but that a school--like a thriving business--be open and available to students and adults by offering planned programs that expand the useful capacity of a building by as much as 25 to 50 per cent."[2]

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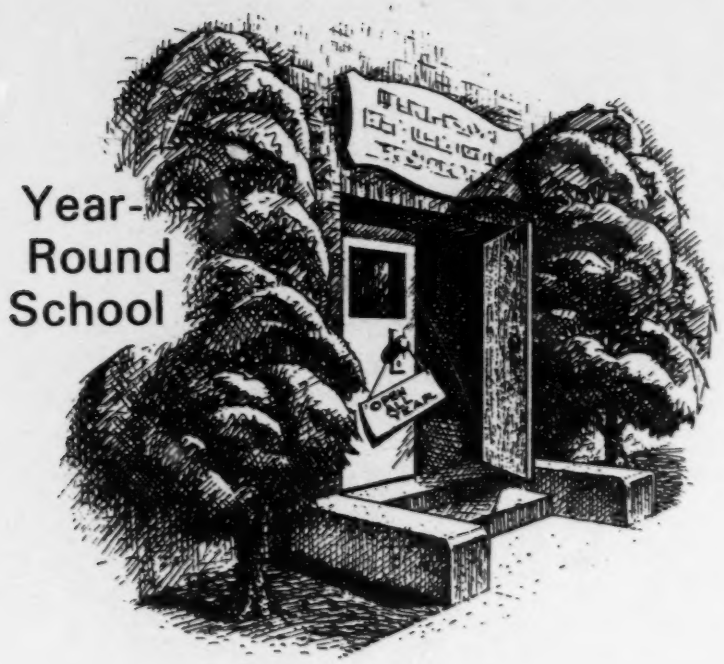
[1] School Administrators' Memorandum 186, Pennsylvania Department of Education, August 15, 1969.

[2] B. Anton Hess, "Selectivity, Productivity, Accountability - Keys to Curricula Change." Pennsylvania Education, Pennsylvania Department of Education, July-August 1970, page 14.



Community Patterns Differ

COMMUNITY PATTERNS DIFFER

Flexible All-Year School

A research-demonstration model of the Flexible All-Year School is being developed at Clarion State College, Clarion, Pennsylvania, as a learning systems component of the Research-Learning Center. When completed in 1972 it will provide a program for students ranging from nursery school through secondary levels of education with research and exploratory programs of life-span education.

The Flexible All-Year School is a unique school design. It is distinctly different from the commonly described year-round programs such as the four-quarter plan, the eleven-month plan or the summer enriched plan.

The Flexible All-Year School is designed as a learning center dedicated to the dignity and worth of the individual and the individual family, living in a technologically advanced democratic society. It recognizes that each individual is unique and that if the school is really to provide experiences relevant to the needs of all children and youth, instruction must be individualized. Also, recognizing that as new patterns of work and vacation schedules develop in the work force as a technique of maintaining full employment, the time schedule of each student is also becoming unique so the time in school for all students and teachers must also be individualized.

The school will function as the learning center but the community and all its resources will be considered the "classroom."

Continuous School Year Plan - Valley View 45-15

School authorities throughout the country should be looking for a solution to the problem of better use of school facilities, and perhaps avoiding a tax increase for new buildings. Obvicusly, a plan devised by the Valley View Elementary School District 96, Lockport, Illinois, is not a complete answer to the problem of mushrooming school populations in districts which have reached the limit of their bonding powers, but it is an answer.

The Valley View School District went on a full-year schedule June 30, 1970. The students are divided into four groups, with each group starting 15 days apart. Each session runs 45 class days or nine weeks, followed by a three-week vacation. There are four such vacations a year. In addition, all students have Christmas and Easter weeks off and there is a 10-day shutdown at the beginning of summer.

The Valley View School District was forced to take action because of a recent state law requiring it to open a kindergarten on July 1, plus the fact that the area produces 500 additional students each year. In other words, the system had to accommodate 7,000 students in the space being used by 5,500 students.

The teachers, the students and the taxpayers all benefit from the plan. A 12-month school year will possibly keep the students out of trouble and make their lives more productive. Teachers in the Valley View District can, if they wish, work 240 days a year instead of the present 180 days, increasing their income from two to four thousand dollars more a year.

Five Term Optional Year-Round School

Generally, the optional five term program does two things. First, it restructures the traditional school year from two 90-day semesters

to four 45-day terms. This permits twice as many offerings for students each new school term. The second thing this concept does is to add an optional 45-day summer term. The student takes a regular school year and then has the option to choose a fifth summer term. At this point in his school program, the student is free to choose his school schedule on an optional year-round basis, dropping out a term other than summer if he so chooses.

The way to start the program is to sign all students to be involved with the program into a traditional rescheduled term school year running from September to June. Once a student has fulfilled his normal school year of four 45-day terms, he is free to take the optional fifth 45-day term. After he completes the fifth optional term, he is then free to drop out a subsequent term later on.

In grades K-12 a series of mini-courses can be offered in three-week blocks, in four and one-half week blocks, or in any other dimension which tends best to meet the needs of individual students. These mini-courses can be offered through the community education department on a tuition basis or organized as part of both the department of elementary and secondary education.

Another real advantage of the optional five-term year-round educational concept is that the student has five opportunities to reschedule his individual program instead of the customary two, and the family, along with the student, has five choices of vacation patterns rather than the one choice given them. In addition, long-range savings, full utilization of buildings and other educational concepts can be developed.

This optional year-round school program enables students to have one week of vacation at Christmas, one week of vacation at Easter, and two weeks off each summer, either before or after their optional summer term.

If a student decided not to attend the optional summer term, he would, in essence, be going to a traditional or restructured term school year and have regular vacation patterns.

Las Vegas Urban High School

The Las Vegas High School plan is not to be interpreted as an example of a year-round school plan. It is included in this publication for the purpose of showing how one school facility is providing an education to many students under a kind of flexibility not commonly practiced. The dropout rate under this plan has been reduced considerably, and the plan suggests the possibility of eliminating the need for a new $12 million high school in the near future.

The Urban High School, a name chosen to avoid confusion with adult education or evening vocational schools, is a regular comprehensive high school that operates during the late afternoon and evening hours. Its classes meet in the building vacated when the students of Valley High School leave at midafternoon, the end of the normal school day. School hours are 3:30 p.m. to 9:30 p.m., but students need attend only five hours a night, making for some schedule flexibility.

It may sound like an odd time to start classes, but officials are enthusiastic about results since the experiment started in September of 1970. They see it as a breakthrough for a generation of students and as a boon for the taxpayers.

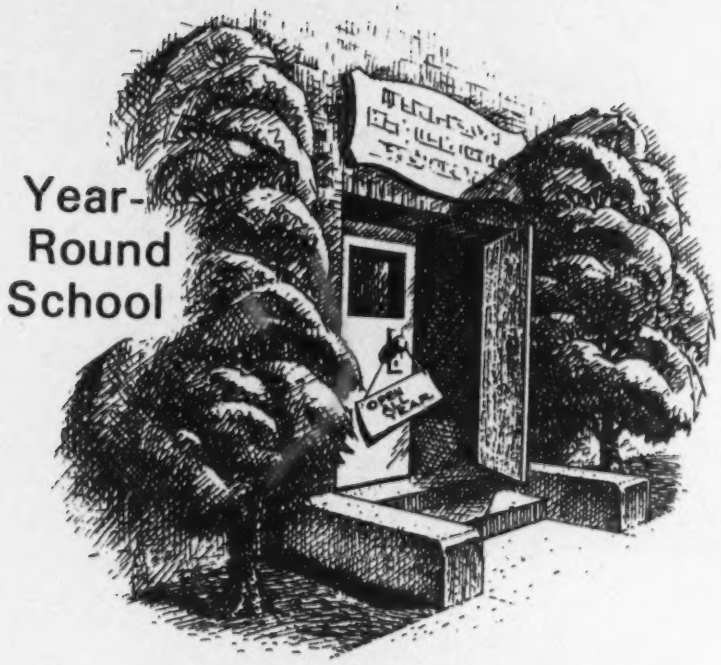
The staff decided to plan a school for the convenience of the students. It is set up for those who want to work, or have to work, or just do not like to go to school during the day. Anyone who is eligible to attend high school in the district may choose to go to school nights if parents approve and space is available.

The school district expected about 200 students to register for the Urban High School. It was a new program in the fall of 1970, begun in a hurry, with little notice to the community. More than 600 students had registered when the school stopped enrolling students.

About 40 per cent of the students are dropouts, people who were not in school the previous year. It was not planned with this in mind; it just happened. The main thrust was dropout prevention. It is those returned dropouts that give the school its special character, teachers say. At least 90 per cent of the students at the Urban High School hold jobs, some because they want to and others because they have families to support.

The multiple use of facilities, as well as the enthusiasm of students for the new school augurs well for its future, its adherents say. It is a real plus for taxpayers. If they get another school to follow this plan they will save the expense of a $12 million high school.

Using the same building as a day high school, while appealing to taxpayers and administrators, has created some difficulties. Teachers do not have desks; they work out of briefcases. And it takes an extreme amount of cooperation between the two schools to keep things running smoothly. Despite the problems, the Urban High School is proving its value. It is expected that every high school in the city will adopt the plan within two years because every school is overcrowded and 600 fewer students would help ease the load. As parents see it succeed, they will be more willing to let their children attend.



Exploring the Feasability of a Year-Round School

EXPLORING THE FEASIBILITY OF A YEAR-ROUND SCHOOL

Planning Stage Considerations

The preceding descriptions of the planning and the preparation phase of the year-round program do not contain a conclusive list of all the practical problems to be encountered when making the transition from a traditional to a year-round school program. Each school district will encounter its own unique problems. Some rather common ones are these:

1. The design of the year-round school program being considered.
2. The design of the school calendar to be considered, including length of school year.
    a. Vacation policies during the year.
    b. Student and staff personnel vacations.
3. Administrative policies necessary to implement an extended school year program.
4. In-service training for teachers and administrators.
5. Length of learning period.
    a. Length of instructional period.
    b. Length of school day.
    c. Length of instructional unit considered.
6. Compensation to be given for extra service to professional and non-professional personnel from the traditional program.
    a. Adjustment in teacher assignments.
    b. Type of contracts to be offered to staff personnel.
7. Positive and well informed school-community relationship.

8. Impact upon different types of students, especially slowly and rapidly progressing students.
9. Project costs--planning, implementing and operational.
10. Extent to which neighboring districts are studying year-round programs. Local year-round programs may have greatest success where comparable programs are studied in their area, county or region.
11. Clerical duty loads of teachers, administrators and secretaries.
12. Student participation in co-curricular activities.
13. Scheduling of course offerings.
14. Environmental characteristics of school buildings.
15. Adjustments in student transportation.
16. Techniques used for scheduling students for instruction such as block scheduling, team teaching, non-grading and the like.
17. Number of staff needed for the educational program to function at its potential.
18. Teaching materials and equipment needed for the educational program to satisfy the objectives.
19. Adjustments to significant changes in the educational program by administration, public, parents, students and teachers.
20. Updating curriculums and modifying teaching practices.
21. Required number enrolled in the elementary and secondary schools for the type of program to be most efficient.
22. Number of course offerings needed to implement a year-round school program.
23. Methods of evaluating and reporting instructional achievement by both the teacher and student.

24. Student opportunities for study in an outside, traditional summer school.
25. County, regional or state services used by local school districts to satisfy the special needs of exceptional students.

Questions to be Answered

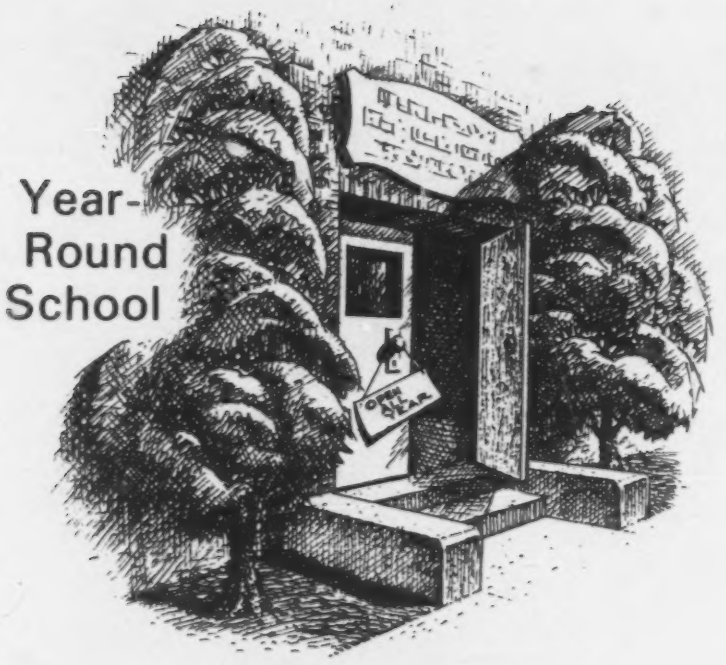
During the planning phase many questions will have to be answered. Following are a few of the questions found in research related to the year-round school:

1. Does the length of the school year need changing to (a) make the school more efficient, (b) effect economies or (c) extend pupil services to the end that higher quality education and better learning will result?
2. What will the curriculum and program of instruction be for the year-round school?
3. Why did previous year-round programs fail?
4. What will be the adjustment costs of the first year of a year-round program?
5. Where will the school district obtain funds to cover initial cost of the year-round school?
6. What should school districts do with the additional time provided by a year-round program?
7. Can school districts that are not overcrowded and have sufficient funds find advantages in a year-round program?
8. How much personnel retraining will be needed?
9. Will teachers, parents and students want a year-round school?
10. How much will teachers be paid?
11. If only a part of the regular staff is to be employed in a

year-round program, what type of contract agreements will be needed to govern the employment of professional employes?

12. Will student acceleration be involved and, if so, how will acceleration be programmed?
13. What curriculum adjustments will be necessary for school teachers if chronological age accelerates and leads to entrance into secondary schools of entire classes that are one year younger?
14. What adjustments will secondary teachers have to make if the elementary school keeps its children for a full seven years but, in so doing, has them complete the equivalent of the seventh grade curriculum before sending them to junior high school?
15. Can a school system institute a year-round program based upon acceptance of the true concept of continuous progress for slow, average and fast learning students without having it accepted and practiced at all school levels? In this case levels refer to primary, intermediate, middle, junior or senior high school.

As inferred throughout this publication, the planning and preparation for a year-round school will not be an easy task. The study for this innovation is bound to hold many demanding experiences. Schoolmen and other interested people involved with the study are advised to move carefully when examining the year-round school concept in terms of their own school district when answers to the above questions are defined for their particular schools.



Year-Round School Study Effect

YEAR-ROUND SCHOOL STUDY EFFECT

Providing more classrooms, reducing class size, strengthening the curriculum, eliminating obsolete facilities, making better use of funds, meeting the problems of the disadvantaged student, and challenging and stimulating talented students will not be accomplished just by extending the school year. It can only open the door for further action in all of these areas.[1]

Curriculum

The year-round school study may provide an opportunity for major changes and improvement in the curriculum to occur. Obviously the curriculum will be revised. Course descriptions will be broken into new time blocks with many additions and deletions. In addition to these regular curricular changes, the year-round school study will provide the opportunity for development of new courses.

Curriculum study and revisions may spark a new feeling throughout the entire school system. Teachers involved with this challenge, with direction from their department heads, consultants and administrators, can produce a unity, loyalty and enthusiasm for the program that may enliven the whole district.

As a part of the general curriculum study and revision, new methods of instruction will come to light--team teaching, differentiated staffing, flexible scheduling, independent study programs, etcetera.

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[1] Research Summary, The Rescheduled School Year. National Education Association, 1968, page 32.

Students

The year-round school study will affect students. By the use of student questionnaires and class discussions on the topic, student enthusiasm for and against such a plan can be capitalized upon. The student requiring more time to master fundamental skills will appreciate more remedial attention. Other students will be interested in the opportunity to take additional broadening or enriched courses to complete advanced programs.

It has been said that the year-round school would increase pressure on students and be detrimental to their mental and physical health. The countering argument is that classroom pressure could very well be decreased because students have more time in which to master the learning skills.[1] It has also been said that today's students are more physically and academically mature than a generation ago; thus acceleration may be advantageous.

Teachers

Curriculum revisions will undoubtedly place heavier demands on teachers. In most instances some released teacher time will be provided for such tasks. The year-round study will encourage the concept of continuous progress or individualized instruction that allows a student to learn as much and as fast as he can. The year-round study may also suggest a higher salary for those who wish to be employed beyond their present contract if such a program is adopted.

Achievement of students taught by teachers who had worked through a summer program will support the assertion that teacher efficiency

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[1] Ibid., page 33.

is not impaired by a longer school year.[1]

Community

The real positive result from the study will be future direction, preparing for change and innovations as a result of the spinoff from the study. It will be this spinoff that will decide and enable local school districts to re-evaluate and analyze new directions for improving the quality of educational programs within the school district.

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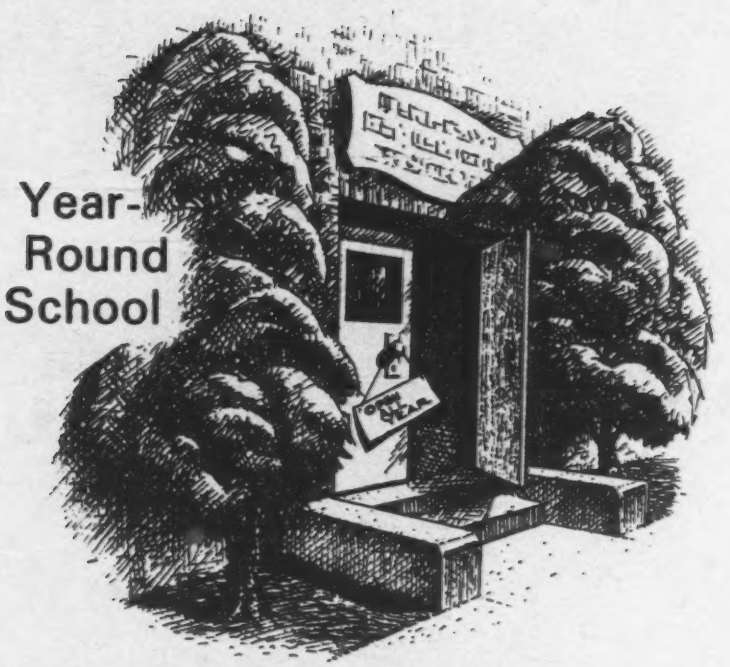
[1] Ibid., page 33.



Educational Crossroads

EDUCATIONAL CROSSROADS

Survival of the greatest nation this world has ever known depends upon competent and informed people. The history of the Commonwealth is filled with evidence of Pennsylvania's concern for education. Our founder, William Penn, spoke of "commendable learning, which is preferred before wealth."

> "The strength of our economy depends upon the strength of our schools. If you want to put it in crass, practical language--good education is good business. But just as good business does not thrive on the highest costs, neither does good education. The best educational system is not the most expensive one . . . ."[1]

> "The extended school year is an idea whose time has come . . . and gone . . . and come again. Various plans for formally extending the regular school operation make sense, promise to save money and virtually guarantee a better education for youngsters. Until now, however, they have never received serious widespread consideration in the education community."[2]

The only man really crusading with missionary zeal for the extended school year and holding out the carrot of large dollar savings is George I. Thomas, Office of Research and Evaluation, New York State Department of Education. He has worked on a number of plans but favors one plan that has not yet been tried in practice, called "multiple trails." It involves a sophisticated curriculum that allows students to enter and

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[1] Raymond J. Broderick, "National Seminar on Year Around Education." Harrisburg, Pennsylvania, April 1970.

[2] Velma A. Adams, "The Extended School Year." School Management, June 1970, page 13.

leave the program at any time during the year. Its appeal is that it offers visible savings--space to handle more students for fewer dollars--sooner than any of the other plans. Thomas says, as quoted by Velma Adams:

> "You won't save on a pilot project. You must involve the whole district in an extended year program to spread out the cost of curriculum development.
>
> "You won't save if you change the present student/teacher ratio. Reducing class size wipes out your savings.
>
> "You won't save if you insist on one teacher, one class. You have to knock out tracking, grading. Group students where you find them and combine teachers into teams.
>
> "You won't save unless you change the way you use janitors--maybe switch to a night staff or to women, and do maintenance chores all year instead of just in the summer.
>
> "But give me $2 million to start recycling a number of schools, and I'll demonstrate how you can save.
>
> "Superintendents and administrators are the biggest obstacle. They don't want to be flexible. They're not prepared and they're afraid. But if they continue to give kids less freedom, they'll get more rebellion."[1]

The students who are in school now will be the backbone of an industrial and technological society at the turn of the century. Will they be prepared for the radically different world of the 21st century? Not unless educators raise their sights. The bulk of the training being given in our schools is geared to yesterday and not to tomorrow.

> "Today the terms 'education' and 'manpower' are virtually synonymous. When they are not, they should be. Two assumptions must prevail in all manpower policy. First, within every job from the research physicist to the custodian, skills are changing and there will be increasingly less emphasis on years of experience and more emphasis on education. Second, today's jobs put a premium on general intellectual

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[1] Ibid., page 15.

> alertness, on ability to read well and compute accurately, analyze and solve problems, and work cooperatively with others.
>
> "What really should concern us, then, is education as a whole, recognizing that it has several functions and purposes. The educational needs of society can be met only through development of more and better education at all levels."[1]

The year-round school organization can provide the time for the additional educational requirements to satisfy the need in our industrial and technological society today as well as in the future.

The fact that American public education may be in a crisis situation is illustrated by responses to a question in surveys of public schools conducted by Gallup Internation. The 1970 surveys have prompted Gallup to comment:

- A growing segment of the populace would like to have more objective data on student achievement.
- Up to this point in history the majority of citizens have been quite willing to take the word of school boards and educators that the schools are doing a good job. Evidence in the present study indicates that this way of judging the quality of education may be in for a change.
- The public has an appetite for more information about the schools. It is important to tell the public about the schools but it is also incumbent on the schools to listen to the public's views and, after serious examination, to take steps to meet just criticisms.

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[1] John A. Matthews, The Best of American Education. U.S. Department of Health, Education and Welfare, Office of Education, 1970, page 8.

It appears the citizenry is saying, through surveys of this kind and other signs, that they want a better accounting of how their tax dollars are being invested and how well schools are meeting the purposes for which they were formed. And they want to be involved to a greater degree in the setting of priorities for American education.[1]

Signs of Quality Education

There are signs or guides one can use at least to begin judging educational quality. The following 12 indicators are believed to provide a basis for school communities to look seriously at the quality of education in their districts.

1. Student enthusiasm for the school program, both curricular and co-curricular.
2. Proper facilities, equipment and materials.
3. Properly certified teachers.
4. Clearly stated philosophy and educational objectives.
5. A continuous and planned program of communication.
6. A low percentage of absenteeism and a low dropout rate.
7. A comprehensiv and extensive curriculum.
8. The degree to which the school district attempts not only to meet but also to surpass the minimum requirements of state curriculum regulations and state standards of approval.
9. The decision-making process of the school.
10. A comprehensive research and development program.
11. The community-school educational program.
12. The staff growth and development program of the school.[2]

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[1] David H. Kurtzman, Pennsylvania Education, November-December 1970, Pennsylvania Department of Education, page 1.

[2] Robert A. Bowser, Pennsylvania Education, September-October 1970, Pennsylvania Department of Education, pages 7-8.

> "During the decade it seems to me that one of the most significant developments in our quest for quality education will be the discovery of reliable, sensitive instruments to enable our schools to measure how well they are teaching our children. When we gain the fundamental ability to evaluate honestly and accurately our strengths and weaknesses, we will have taken a long stride toward raising the American standard of learning."[1]

Once again, the great debate is on. Should schools stay open all year round, or is the two-semester, 180-day school year inviolable?

The reason for reviving what has several times been declared a dead horse is the same now as before--growing enrollments, rising construction costs, tight money and quality education.

The extended school year has been tried repeatedly, with money saving as the primary goal, and failed. But its advocates avow that a real extended school year--one that forgets about the past and starts fresh, as though there had never been school before; one that puts the emphasis on improved education instead of on more efficient use of facilities--has never been tried. Here is the innovation staring at educators as they approach the "crossroads" during the 70's.

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[1] T. H. Bell, Acting U.S. Commissioner of Education, Pennsylvania Education, September-October 1970, Pennsylvania Department of Education, page 20.

Concluding Statement

CONCLUDING STATEMENT

In the past the degree or quality of education one received was measured by what a person had at his fingertips and what was stored in his own mind because there were few other ways to store knowledge and have it available when needed. The school, therefore, selected what was believed the most important knowledge for all to have available and had each student memorize it. Today, however, there is an explosion of knowledge, with so much being discovered and developed that no individual can begin to nemorize all that it is important to know. It was necessary for the schools to change their philosophy and now the most important technique for detailed knowledge is to help students develop the process of finding out rather than to have them memorize facts.

The same is true for the classroom teacher. No individual is capable of mastering all the knowledge in any discipline to be included in an instructional unit of learning in our present schools. Today one of the most appropriate teaching techniques is to provide instruction through a team teaching approach. Each teacher on the team can then do the required research and planning on his assignment for the unit of learning. Few would question that several minds developing a lesson are considerably better than one. Several teachers sharing educational knowledge and teaching techniques is a major change from the traditional methods of yesterday. This innovation may be one of many which will come to light and receive more attention when a serious look at the curriculum is made as the year-round school study in each school progresses. Team teaching will not solve all the educational problems we face today, but it too is a

stepping stone in the right direction.

Now more than ever the schools have another challenge. Students must learn how to think, how to analyze situations, how to make decisions. If our society is to survive, the schools must change, must find ways to help our students to acquire the basic knowledge and skills that are essential to understanding basic principles and their inter-relationships. Society's goal today is to provide an education for all students through high school. The realization is growing that each student is unique and if schools are to provide relevant experiences for all students, instruction must be more individualized. Technological change demands quality education for all students, requiring instruction to be individualized and necessitating the adaptation of the school schedule to the work force schedule. The year-round school has a tendency to reduce the dropout rate since instruction is more individualized in this educational approach.

The year-round school can operate in such a way that students or teachers can take vacation at other times than during the summer and return to school without loss of continuity. Such a flexible schedule encourages individualized instruction. This does not mean that each student works independently, by himself, all the time. A student can do best working alone in some activities; in others, he can achieve more in small or large groups. Individualized instruction includes all of these, adapting the activities to the needs of the student.

With no beginning or ending of the school year, a student may enter school when he is ready. He cannot fail at the end of the year because there is no end of the year. Following an illness, a student can return to school without the pressure to catch up. There are no long summer vacations when students have little to do; instead vacation periods are provided at different times of the year. Loss of valuable instructional time needed to

open and close the traditional school year, fall reviewing, organizing, getting acquainted can be eliminated. This, in itself, will increase the efficiency of the school. A married teacher will have a better opportunity to take her vacation when her husband takes his, as vacations of the work force shift. Families will also have more opportunities to have a family vacation together.

> "The steel industry has long been recognized as pattern setting in the labor movement. The steel workers of America are undergoing a shift in their vacation schedules. Vacations may be scheduled any time of the year, to increase efficiency and decrease cost of production. The workers, in exchange, receive a bonus while they are on vacation. The shift is beginning. The time is here when schools will have to change and meet the need to individualize the student's time in school through the year around school philosophy."[1]

Change comes through desire, and desire starts with the heart. And the heart of every school is in the classroom and the principal's office. Not until principals are willing to promote change, not until teachers' rooms are staged for the study of new methods, not until staff meetings are bursting with disagreement over teaching techniques and materials will the potential of any staff be realized.

There simply is no doubt that the principal sets the tone for the building. It is he who either fosters or stifles innovations. The superintendent must be concerned about the entire school community. He is the one person who can keep the school board picture in mind. It is the superintendent who must point to a map of his school district and explain how programs in each school must be fit to the needs of all the students.

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[1] John D. McLain, "The Flexible All-Year School." Research-Learning Center, Clarion State College, 1969, page 12.

No group in the public schools is more powerful than the board of education. These elected laymen are the legal representatives of the people. These boards establish policy and employ the superintendent of schools. They set the budget figures, they oversee the building program. They determine how much will be spent for what. Their policy decisions affect the social climate of the schools as well as the fiscal and academic climates. In the legal sense, school boards are solely responsible for public schools. This makes them key agents for or against change, for or against quality control, for or against equal opportunity for all students.

A new era is upon us. Positive things are happening which are benefiting the schools.

1. Many of our finest young people, with the highest motives and soundest educations, are turning to teaching as a life-time career.
2. Many of these articulate graduates expect to return to their former schools as teachers; most want to effect dramatic changes.
3. Teachers are asking for a voice not only in how schools are run but in what they teach and the method of presenting the instruction.
4. More elected public officials are adding educational specialists to their staffs and are expecting more of the schools through accountability.
5. Year-round education is receiving more attention and with the thought of promoting the differentiated staff concept.

The schools must change. They must change for the better. They must offer each student the education for his particular need.[1]

The school district seriously considering the adoption of a year-round school program, after completing a thorough study, should clearly

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[1] Cynthia Parsons, op. cit., pages 112-113.

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understand what its motives are. It is easy to fall into the trap of saying the reason for change is to increase quality education when, in fact, the primary interest of the people in the community who are supporting the plan may be to save money. If this were to happen, and if the savings were not realized, the support for the plan could be lost even if it did increase the quality of education.

Special consideration should be given in the study to such factors as course offerings and class schedules in the high school, change in teacher-pupil ratio resulting from the need for much greater numbers of course offerings, staff utilization especially in specialized areas of learning, pupil transportation, the possible need for air conditioning, athletic programs, and club activities.

If the primary purpose in considering a study on a year-round program is quality education, then a careful analysis should be made as to how the change in the school calendar will satisfy this need.

The greatest economic efficiency in any school structure might be in breaking the lock step. Perhaps the greatest gain in breaking the lock step is that man might survive in this complex, rapidly changing environment he is creating for himself, if he learns to learn and learns to live in his environment.[1]

The appendix contains survey forms which are suggestions only for the local school district to consider when and if they reach this stage of interest in their study of the year-round school concept. It is recommended that before any surveys of this magnitude are made, considerable in-house discussions will have occurred.

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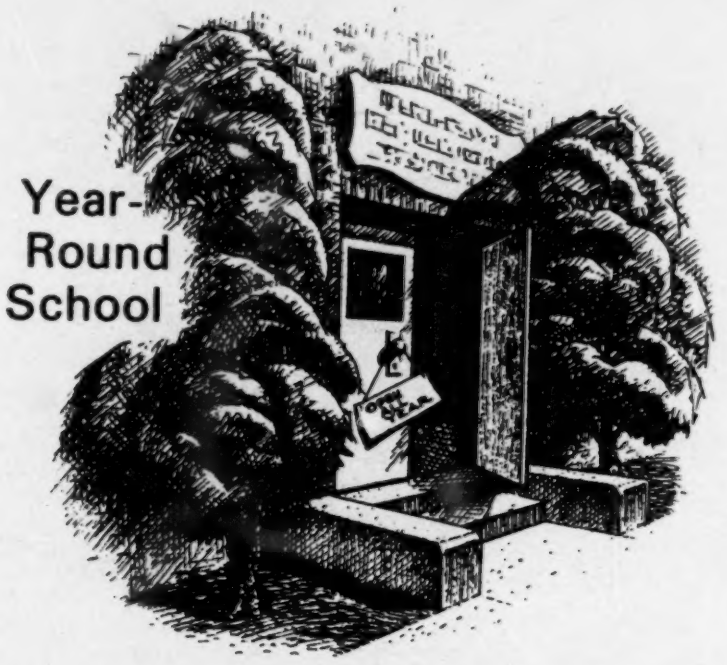
[1] Considerations for Economy and Quality Education Through Year-Round Schools, Research-Learning Center, Clarion State College, August 1969, page 57.



Appendices

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APPENDIX A

ACTION SCHOOL DISTRICT

Date _____

TO WHOM IT MAY CONCERN:

The enclosed survey is intended to explore your opinions about (1) extending our school year, (2) revising our present school calendar permitting the school to be open year-round in the Action School District. The survey is one of several that will be conducted in the next month or two. Surveys will be conducted with residents of the school district, business and industrial firms, students, teachers and the school administration.

This survey has been approved by the school Citizens Advisory Committee and the Action Education Association. Please check the spaces that describe information about you on the first page and record your opinions regarding implications pertinent to the survey on the subsequent pages.

Your responses are important in helping the Board of Education decide whether or not to pursue the feasibility of extending our school year and/or changing the school calendar where the instructional program is continuous year-round.

Your responses to the questions will remain anonymous. The cooperation you can give by filling out the enclosed survey and returning it in the enclosed envelope at your earliest convenience will be appreciated.

Sincerely yours,

A Feasible Study, Utica Community Schools, Utica, Michigan, 1970. Appendix B.

APPENDIX B

ACTION SCHOOL DISTRICT
Administrative Staff Survey

Information About Respondents:

1. Position _____

   If you are a principal, are you an

   _____ Elementary School Principal
   _____ Junior High and/or Middle School Principal
   _____ Senior High School Principal

   If you are an assistant principal, are you a

   _____ Junior High and/or Middle School Principal
   _____ Senior High School Principal

2. Years of experience as an administrator

   _____ Less than two years
   _____ Two to five years
   _____ Five or more years

3. Considering your on-the-job tasks, what things would be most difficult to do if schools were open the year round? Explain in detail and attach additional pages if necessary.

   _____
   _____
   _____

NOTE: The following four questions (4, 5, 6, 7) should be answered only by administrators who are not on a 12-month contract.

4. Would you be interested in working year round with the extra pay or benefits to be determined?

   _____ Yes
   _____ No

   If yes, what are the major reasons?

   _____ Additional salary and/or fringe benefits
   _____ Recognize need for students to be in school longer each year in order to keep pace with the educational needs of today.
   _____ School facilities and services should be used for a longer period of time each school year.

   If no, what are your major objections to working year-round?

   _____ Concerned about air conditioning in buildings during summer.

_____ Want to spend more time with family.
_____ Want to take advanced courses during summer.
_____ Want to supervise my children's recreational activities.
_____ Want to supplement my income with another kind of job.
_____ Want to travel.
_____ Other. Specify _____

5. If the school district were to begin a year-round school program, when would you prefer to have your vacation? Rank your preference for the following seasons on the basis of 1, 2, 3, 4. One would be your strongest preference, 2 next strongest preference, etcetera.

_____ Winter
_____ Spring
_____ Summer
_____ Fall

6. Would you be interested in working year-round if the additional time was spent on such professional tasks as curriculum improvement, educational research, conferences, seminars, workshops, etcetera?

_____ Yes
_____ No

7. Would you agree to take an off-season vacation if your family could get away at the same time?

_____ Yes
_____ No

NOTE: This question is to be answered by all administrators.

8. Do you have any other general concerns about a year-round school program? If so, explain in detail. If necessary, attach additional pages.

A Feasible Study, op. cit., Appendix E

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APPENDIX C

ACTION SCHOOL DISTRICT
Teacher Survey

Information About Respondent:

1. Employment Level

_____ Elementary School
_____ Junior High/Middle School
_____ Senior High School

2. Sex: _____ Male
_____ Female

3. Years of Teaching Experience

_____ 0-5 Years
_____ 5-10 Years
_____ 10 Years or more

4. _____ Married
_____ Unmarried

5. Highest Degree Held

_____ Bachelors Degree
_____ Masters Degree
_____ Hours Above Masters

6. Do you live in the school district?

_____ Yes
_____ No

7. Would you be interested in working year-round with extra pay or benefits to be determined?

_____ Yes
_____ No

If answer is yes, mark as many as you feel appropriate.

_____ Extra pay and/or benefits to be determined
_____ Potential curricular advantages
_____ Students need more education these days and I feel a professional responsibility to help them get it by working longer each year if necessary.
_____ Better use of buildings
_____ It would reduce criticism that teaching is not a full-time profession.
_____ Other. Specify _____

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If your answer is no, what are your major objections? Mark as many as you feel appropriate.

_____ Only want to teach 10 months a year.
_____ Concerned about air conditioning in buildings during summer.
_____ Want to spend more time with family.
_____ Want to take advanced courses during the summer.
_____ Want to supervise my children's activities.
_____ Want to supplement my income with another kind of job.
_____ Want to travel.
_____ Record keeping.
_____ Teaching assignment.
_____ Other. Specify _____

8. If our school calendar was changed, when would you prefer your vacation? Rank your preference for the following seasons on the basis of 1, 2, 3, 4. One would be your strongest preference, 2 your next strongest, etcetera.

_____ Winter
_____ Spring
_____ Summer
_____ Fall

9. Rate your preference 1 and 2 for the following:

_____ School would be open year-round and you would be required to teach the present number of school days.
_____ School would be open year-round and you would have the opportunity to teach beyond the present number of school days.
_____ Undecided

10. Would you be interested in working year-round if the present vacation were spent on professional tasks other than the normal classroom duties?

_____ Yes
_____ No

11. I would agree to taking a vacation other than the summer if the following members of the family could get away at the same time:

_____ Student members
_____ Other wage earners in family
_____ Both student members and other wage earners in family
_____ None of the above appeal to me

12. What do you see as the biggest advantage of the proposed plan?

_____
_____

13. What do you see as the biggest disadvantage of the proposed plan?

_____
_____

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14. What other comments do you wish to make pertinent to the educational program in our schools?

A Feasible Study, op. cit., Appendix B

APPENDIX D

ACTION SCHOOL DISTRICT
Student Survey

Grade _____ School _____ Sex _____

1. Have you held a part-time job while you are in school?

_____ Yes
_____ No

2. What do you usually do during your summer vacation?

_____ Summer School
_____ Full-time work
  _____ During the day
  _____ During the evening
  _____ During both the day and evening
_____ Part-time work
  _____ During the day
  _____ During the evening
  _____ During both the day and evening
_____ No school or work

3. Do you usually leave town for some time during the summer?

_____ Yes
_____ No

If yes, _____ All summer
_____ A week or two

4. If the school district were to change the school calendar, when would you prefer to have your vacation? Rank your preference for the following seasons on the basis of 1, 2, 3, 4. One would be your strongest preference, 2 next strongest, etcetera.

_____ Winter
_____ Spring
_____ Summer
_____ Fall

5. Rate your preference 1, 2, 3 for the following possible plans for arranging school on a year-round basis.

_____ School would be open the year-round and students would be required to attend semesters and/or quarters equivalent to the present number of days and daily time schedule.

_____ School would be open the year-round and students would be required to attend semesters and/or quarters equivalent to the present number of days, but each school day would be a little longer.

_____ School would be open the year-round and students would be required to attend semesters and/or quarters equivalent to the present number of days, but each school day would be a little longer. All students would receive an additional period of vacation between each semester and/or quarter.

_____ Undecided

6. Would you approve of some type of year-round school whereby you could attend the summer program on a voluntary basis to broaden or accelerate your education?

_____ Yes
_____ No
_____ Undecided

If yes, which of the following types of courses would you like to take during the summer program? (Check as many as you feel appropriate.)

_____ Academic subjects such as English, math, history, science, etcetera
_____ Trade and industrial education
_____ Business education
_____ Home economics
_____ Retailing and marketing
_____ Enrichment courses such as art, drama, etcetera
_____ Languages
_____ Physical education and recreation
_____ Other. Specify _____

7. If a year-round school program is established, should special privileges regarding school attendance be given to students who are involved in sports?

_____ Yes
_____ No

If yes, which of the following two possible special privileges should be given to these students? (Mark one)

_____ They should be given a choice of what quarters and/or semesters of the year they wish to attend school.

_____ They should be allowed to participate in sports even if they are not attending school at the time.

If answer is no, should these students be allowed to participate in sports even if they are not attending school at the time?

_____ Yes
_____ No

8. If a year-round school program is established should special privileges regarding attendance be given to students involved in such extracurricular

activities as student council, clubs, newspaper staff, yearbook, etcetera?

_____ Yes
_____ No

If yes, which one of the following two possible special privileges should be given to these students? (Mark one)

_____ They should be given a choice on what quarters and/or semesters of the year they attend school.

_____ They should be allowed to participate in extracurricular activities even if they are not attending school at the time.

If answer is no, should these students be allowed to participate in extracurricular activities even if they are not attending school at the time?

_____ Yes
_____ No

A Feasible Study, op. cit., Appendix B.

APPENDIX E

ACTION SCHOOL DISTRICT
Community Attitude Survey

Information About Respondent:

1. What elementary school is nearest to your home? _____

2. Are you

_____ Married
_____ Unmarried (includes single, widowed, divorced, separated)

3. Do you have children?

_____ Yes
_____ No

If yes, do you have

_____ Pre-schoolers
_____ Elementary school children (grades kindergarten through 6)
_____ Junior High school children (grades 7 through 9)
_____ Senior High school children (grades 10 through 12)

If you have children in the secondary school, are any of them involved in such extracurricular activities as student council, clubs, newspaper or yearbook staff, etcetera?

_____ Yes
_____ No

_____ Children attend parochial or private school
_____ Children have graduated or left school

If you have children in the secondary school, are any of them involved in sports?

_____ Yes
_____ No

4. Sex: Male _____ Female _____

5. In general how well would you rate the present educational programs of our district schools?

_____ Above average
_____ Average
_____ Below average
_____ Undecided

6. In your opinion, how well are our graduates being prepared to take additional training or courses after high school if they wish?

_____ Very well prepared
_____ Fairly well prepared
_____ Poorly prepared
_____ Undecided

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7. How about our graduates who plan to immediately take a job in business or industry after graduation?

_____ Very well prepared
_____ Fairly well prepared
_____ Poorly prepared
_____ Undecided

8. How well do you feel we are using our school buildings, considering that regular education is offered during the day for all students and other types of adult education, enrichment and recreation programs may be offered in the evenings and summer?

_____ Very good use
_____ Adequate use
_____ Poor use
_____ Undecided

9. If we were to begin a year-round educational program, when would you prefer that students (including your children) have their vacation? Rank your preference for the following seasons on the basis of 1, 2, 3, 4. One would be your strongest preference, 2 next strongest, etcetera.

_____ Winter
_____ Spring
_____ Summer
_____ Fall

If summer was your strongest preference, why do you prefer to continue vacations for students (including your children) in summer? Answer as many as you feel appropriate.

_____ Satisfied with present school calendar
_____ Recreation opportunities for children
_____ Breadwinner vacations during the summer
_____ Tradition
_____ Want to travel with children
_____ Don't like the possibility that it may be necessary that my children will be on vacation at different times
_____ Other. Specify _____

10. I would approve a year-round school program in our district if: (answer as many as you feel appropriate)

_____ Students would receive about the same education as they do now for less in school taxes.
_____ Students would receive more educational opportunities for the same amount of local taxes.
_____ Students would receive more educational opportunities although it would cost more in local school taxes.
_____ None of the above possibilities appeal to me.
_____ Undecided

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11. Would you approve of some type of year-round school program whereby students could attend a summer session to broaden or accelerate their education although a small tuition may be required?

_____ Yes
_____ No
_____ Undecided

12. Rate your preference 1,2,3 for the following possible plans for arranging school on a year-round basis.

_____ School would be open the year round and students would be required to attend semesters and/or quarters equivalent to the present number of days and daily time schedule.

_____ School would be open the year round and students would be required to attend semesters and/or quarters equivalent to the present number of days but each school day would be a little longer.

_____ School would be open the year round and students would be required to attend semesters and/or quarters equivalent to the present number of days but each school day would be a little longer. All students would receive an additional period of vacation between each semester and/or quarter.

_____ Undecided

13. In your opinion, if a year-round school program is started and the number of courses offered is increased, what kinds of courses should we offer more of? Answer as many as you feel appropriate.

_____ Academic subjects such as English, math, history, science, etcetera
_____ Trade and industrial education
_____ Business education
_____ Home economics
_____ Retailing and marketing
_____ Enrichment courses such as art, drama, etcetera
_____ Languages
_____ Physical education and recreation
_____ Other. Specify _____

14. If a year-round school program is established, should special privileges regarding school attendance be given to students who are involved in sports?

_____ Yes
_____ No

If yes, which one of the following two possible special privileges should be given these students? (Mark one)

_____ They should be given a choice on what semesters and/or quarters of the year they attend school.

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_____ They should be allowed to participate in sports even if they are not attending school at the time.

If answer is no, should these students be allowed to participate in sports even if they are not attending school at the time?

_____ Yes
_____ No

15. If a year-round school program is established, should special privileges regarding attendance be given to students involved in such extracurricular activities as student council, clubs, newspaper and yearbook staff, etcetera?

_____ Yes _____ Undecided
_____ No

If yes, which of the following two possible special privileges should be given to these students? (Mark one)

_____ They should be given a choice on what semesters and/or quarters of the year they attend school.

_____ They should be allowed to participate in extracurricular activities even if they are not attending school at the time.

If answer is no, should these students be allowed to participate in extracurricular activities even if they are not attending school at the time?

_____ Yes
_____ No

Additional Information:

How long have you lived in the school district?
_____ Less than two years
_____ Two to four years
_____ Four to six years
_____ Six years or more

How many times have you move in the past 10 years?
_____ Not at all
_____ Once
_____ Twice
_____ Three times or more

Are you registered to vote?
_____ Yes
_____ No

Do both the husband and wife in the family work?
_____ Yes
_____ No

A Feasible Study, op. cit., Appendix B.

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APPENDIX F

ACTION SCHOOL DISTRICT
Business and Industry Survey

Instructions: Please check the appropriate space or fill in the blanks revealing your opinions about the questions that follow.

1. Please rank on the basis of 1, 2, 3, 4 the seasons when your hourly workers take their vacations. One would be the season when the greatest number of employes vacation, 2 the second busiest, 3 the third busiest, and 4 the season used least for vacations.

_____ Winter
_____ Spring
_____ Summer
_____ Fall

2. Please rank on the basis of 1, 2, 3, 4 the seasons when your salaried workers take their vacations. One would be the season when the greatest number of employes vacation, 2 the second busiest, 3 the third busiest, and 4 the season used least for vacations.

_____ Winter
_____ Spring
_____ Summer
_____ Fall

3. Would it help your industry/business if your hourly employes wanted to take their vacations at a time other than during the summer?

_____ Yes
_____ No
_____ Undecided

4. Would it help your industry/business if your salaried employes wanted to take their vacations at a time other than the summer?

_____ Yes
_____ No
_____ Undecided

5. If the school calendar was changed permitting year-round education, would you allow the hourly employes to take their vacations at any season of the year?

_____ Yes
_____ No
_____ Undecided

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If your answer is yes, how long ahead of time would you need to know the vacation plans of your employes to arrange proper manpower scheduling?

_____ Less than one month
_____ One to three months
_____ Three to six months
_____ Six months to a year
_____ A year or more

6. If the school calendar was changed permitting year-round education, would you allow the salaried employes to take their vacations at any season of the year?

_____ Yes
_____ No
_____ Undecided

If your answer is yes, how long ahead of time would you need to know the vacation plans of your employes to arrange proper manpower scheduling?

_____ Less than one month
_____ One to three months
_____ Three to six months
_____ Six months to a year
_____ A year or more

7. Please indicate the conditions under which your industry/business would approve a year-round educational program.

   a. Students would receive about the same education as they do now but it would cost industry/business less in local school taxes.

   _____ Yes
   _____ No
   _____ Undecided

   b. Additional education would be offered to students for about the same amount of money industry/business now pays in local taxes.

   _____ Yes
   _____ No
   _____ Undecided

   c. Additional education would be offered to students only if there were also some increase in the amount of local school taxes.

   _____ Yes
   _____ No
   _____ Undecided

   d. I do not favor any of these proposed plans. My reasons are:

   _____

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8. Do you hire students during the school year?

_____ Yes
_____ No

If yes, approximately how many students do you hire during the school year?

_____ 0-5
_____ 5-10
_____ 10-20
_____ 20-50
_____ 50 or more

9. Do you believe you would hire more students if they were available for work during periods other than summer?

_____ Yes
_____ No
_____ Undecided

If yes, which type of work would you hire more students for?

_____ Part time
_____ Full time

Also, what periods of the year would you hire more students if they were available?

_____ Winter
_____ Spring
_____ Summer
_____ Fall

10. Do you believe you would hire more qualified high school graduates if they became available for work during periods other than summer?

_____ Yes
_____ No
_____ Undecided

11. What do you see as the biggest advantage of a year-round school program for your industry/business at the present time?

_____
_____

12. What do you see as the biggest disadvantage of a year-round school program for your industry/business at the present time?

_____
_____

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80 A Feasible Study, op. cit., Appendix B.

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